

Addendum to Guidelines Inclusion of ELL in K-12 Assessments

1. Project EASIER

- Will not be able to collect the information on results from the English language development tests used to document “growth” spring (2005). AEA 12 will continue with the collection and analysis of the data.

Other issues:

- Question: **Date of entry in the US.** NO NEED TO ANSWER THIS QUESTION. Next year the question will be: First date of entry/enrollment in a **school** in the U.S.
- The language proficiency assessments to identify student’s level of language proficiency in Project EASIER are for **placement** and diagnostic use only.
- Growth will be measured with an English language proficiency assessment developed to measure academic language. Project EASIER will not be able to collect this information. AEA 12 will continue collecting and analyzing the information (as it did last year).

2. What are the current choices for the English language proficiency assessment (the growth measure)?

For the spring assessment (growth measure), subgrantees will have the following choices.

Choices	ITELL	ELDA	Old IPT	Old LAS
Administration Time	March or April	March 28-April 29	March/April	March/April
Grades	3-12	3-12	K-2	K-2
Cost	No cost this year	\$20.00	\$13.00-\$15.00	About \$22
Testing Time	About 90 min.	Un-timed	80 to 110 min.	About 110 min.
Development stage	Field test	Operational	Operational	Operational
Scoring	Writing and speaking-local scoring; Reading and Listening-scored by Iowa Testing	Speaking-local scoring; Reading, Writing, and Listening-scored by M.I.	Same as before	Same as before
Contact person	Craig Deville 319-335-6424 craig-deville@uiowa.edu	Bob Mata 563-336-3805 matar@mail.davenport.k12.ia.us	Patricia Lynn 800-321-4332	Nancy Cullen 800-313-4282 ext. 5967

- If choice is **ITELL** (3-12) then for K-2 the LEA will have to use either the **old** IPT or the **old** LAS, regardless of time of administration (April or March).
- If choice is **ELDA** (3-12), then for K-2 the LEA will have to use either the **old** IPT or the **old** LAS.
- **Old IPT and old LAS should NOT** be used for 3-12. These assessments were not deemed appropriate to evaluate English language proficiency growth for academic language.
- **New IPT (K-12)—is not a choice** for spring of 2005 administration. The operational form will be available July 1.
- **New LAS (K-12) — is not a choice** for spring of 2005 administration. The operational form will be available next fall.

3. What is the window for test administration and reporting?

- If students are assessed in March—scores need to be in AEA 12 by end of April.
- If students are assessed in April—scores need to be in AEA 12 by mid May.

(This time line will allow AEA 12 to give the results back in time for the districts to use them for instructional decisions.)

4. Who needs to be assessed with an English language proficiency assessment for growth?

ALL English language learners who have been identified with a placement tool (old IPT, old LAS, Woodcock Munoz, etc.) as ELL will need to take the proficiency assessment. The proficiency tool given to the student the following year serves as the growth measure.

For example:

All students who have been identified as **non-English proficient (NEP) or limited English proficient (LEP)** need to be assessed with a growth measure assessment (ITELL, ELDA, new assessments) **each year** until they score proficient on ALL parts of the assessment— listening, speaking, reading, and writing. The four domains need to be assessed each time, until the student scores proficient on all 4 of them (full battery).

- **Non-English proficient** = a student who scores non-English proficient **on any part** of the assessment.
- **Limited English proficient** = a student who scores limited English proficient on **all parts** of the assessment **or a combination of limited and proficient** scores.
- **Proficient** = a student who scores proficient **on all parts** of the assessment.

The number of ELL that the LEA reported on the BEDS should be similar to the number of students assessed for growth. In other words, districts need to account for the entry and exit of the students. The count may not exactly match those submitted for BEDS but districts need to account for the difference.

5. Do we need to assess ELLs who are not in an English language instructional program because of parental choice?

YES, students whose parents have signed a waiver and are NOT in an English language instructional PROGRAM still need to be assessed for English language proficiency.

Parents have the option of declining participation of their children in a PROGRAM (ESL, Dual language, Transitional, etc.), but the district still has the obligation of providing SERVICES to the students.

There is no need to request parents' approval to assess the student, unless it is a district wide policy for all parents in the district for all the assessments.

6. Does a student who score proficient on an English language development test need to be EXITED from programs and services?

NO. There is a difference between proficient on a test and EXITED from a program or services. A student may score proficient on an English language development measure but continue to struggle in the classroom. The student should be receiving services as long as the student needs them. It is very important that the district has EXIT criteria that include more than a single proficiency score. For Title III funding services this student is counted as an ELL until he/she satisfies the EXIT criteria. For weighted funds (.22) from the state, district receives funds up to three years. Programs and services are independent from time limits on funding (such as weighted funds). Students need to receive the appropriate services regardless of funding sources or time constraints.

7. What are the characteristics of an EXITED student?

The district should have exit criteria that include at least **two** or more of the following:

- Score of proficient on English language measures
- Evidence of success in the regular classroom
- Sustainability of the success (one or two years)
- Lack of need for English acquisition support
- Student has been in the "Transitional" stage for 2 years
- Teachers, other staff, and parents are in agreement
- Score proficient in district wide assessments
- Others as specified by the district

8. Review of identification/placement, assessment, and EXIT

- All students who have been identified as potential ELLs need to be assessed for diagnostic/placement with placement tools. Assessing for placement is done only ONCE. No need to assess more than once for placement/identification purposes.
- Once a student is classified as non-English proficient or limited English proficient the student needs to be assessed for growth (ITELL, ELDA, etc.) **EVERY YEAR**, until the student achieves a proficient level on all

parts of the assessment (listening, speaking, reading, and writing). The student needs to be assessed each time with the full battery.

- Students, who score proficient on all parts of the growth measure, do not need to be assessed for language proficiency. When a student is considered ready to receive minimal language support (scores proficient in English and performance in classroom is comparable to his/hers peers), a student could move to a “**TRANSITIONAL**” stage in which they are monitored for two years. These students are still considered ELLs.
- After the two years, if the student satisfies the district’s EXIT criteria then the student is no longer considered ELL and is not counted as ELL. The student is considered as EXITED from programs and services and does not receive English/second language acquisition support. The state, through project EASIER still “monitors” the student for AYP purposes for two more years.

9. What is the data collection and reporting processes for the spring English Language Proficiency Assessments (growth measure) for 2005?

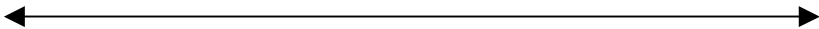
- Please wait for further instructions.

10. What are some important things you need to consider for this spring’s test administration?

- If you are considering ITELL and have not received a letter from Iowa Testing Program, you need to contact Craig Deville by Feb. 23, 2005. phone: 319-335-6424, e-mail: craig-deville@uiowa.edu
- If you are considering using ELDA, you must contact Bob Mata before Feb. 28, 2005. phone: 563-336-3805, e-mail: matar@mail.davenport.k12.ia.us

Note: For assistance with identification, placement, accommodations, etc. see the document: *Guidelines for the Inclusion of English Language Learners in K-12 Assessments*.

<http://www.state.ia.us/educate/ecese/is/ell/doc/guidelines04.pdf>

Appendix A: Title III - Enrollment Status Descriptors <u>ELL Participation in District-Wide Assessments Systems</u>				EXITED <i>There is NO need for additional second language support.</i> <i>Satisfies the District's exit criteria and has been exited from the transitional stage.</i> <i>The student is NO longer classified as an ELL at the LEA.</i>
	<i>CURRENT ELL STUDENTS</i> <i>Identification/Placement or Growth measure</i>		<i>TRANSITIONED ELLs</i> <i>Up to 2 years</i>	
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency	Scores proficient on an English language proficiency test	
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient	English Fluency Levels: Proficient in the 4 domains (reading, writing, listening, speaking)	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: <ul style="list-style-type: none"> • Newcomer/Orientation • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Foreign Language Immersion • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs) • Inclusion Model/Push-in • Content area support • Tutor/Native language support • Mainstream classroom instruction (to the extent practicable) 	Receive/Participate in: <ul style="list-style-type: none"> • Some ESL support • Flexible scheduling and instruction • In-class support • Tutoring • Etc. 	Receive/Participate in: <ul style="list-style-type: none"> • Full participation in district classes- same guidelines as general education students • Flexibility for re-entry • Differentiated instruction as needed 	
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.	Performance in content areas is at grade level.	Performance in content areas is AT grade level.
<div>  </div> <div> <u>Accommodations</u> in assessment and delivery of instruction </div>			ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations

Assessment Subcommittee

2/10/05